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ABSTRACT

This resource directory, which is designed to assist educators across Ohio who are involved in developing and implementing school-to-work systems, describes a number of promising school-to-work practices and partnerships that embrace and represent elements of Ohio's vision of a school-to-work system. Presented first are a statement of Ohio's vision of a school-to-work system as a seamless, client-driven, results-oriented, and community-based system and a brief discussion of the three basic elements of Ohio's school-to-work approach (school-based learning, work-based learning, and connecting activities). The remainder of the directory consists of descriptions of promising practices and partnerships related to the following: local partnerships; school-based learning; career development; work-based learning; mentoring; internship; apprenticeship; connecting activities; skill standards, credentialing, and passports; and school-to-work systems. Each description contains some or all of the following: program name; purpose of the practice/partnership; major activities; outcomes; and contact person. Appended are the following: table outlining 13 strategies for stimulating/supporting local school-to-work opportunity systems; guidelines for developing a resource base; information about the National School-to-Work Learning and Information Center; and school-to-work template. (MN)

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April 1996

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Purpose

This resource directory shares a number of promising school-to-work practices and partnerships. These initiatives, and many others not found in this resource, are grounded in one or more of the three basic elements of a **school-to-work system**:

- school-based learning,
- work-based learning, and
- connecting activities.

The range of partnerships presented are "works in progress" and do not reflect all the school-to-work components. However, the partnerships embrace and represent elements of Ohio's vision of a **school-to-work system**, a system comprised of four key principles:

1. **seamless,** with all elements working together toward a single, clearly-defined purpose.
2. **client-driven,** designed to meet the needs of employers and learners, not to serve the interest of the providers of education and training opportunities.
3. **results-oriented,** with mechanisms for assessing the performance of learners, providers, and the system, and for ensuring that all participants are accountable for their actions.
4. **community-based** and guided by clear standards and expectations. The system must have the flexibility that allows local partnerships to design programs tailored to meet local needs. Also, it must have the local ownership that creates and sustains effective school-to-work opportunities.

Again, as "works in progress," the examples presented in the directory help you build local partnerships and implement your local school-to-work system. Collectively, they provide fundamental system building blocks. Because each initiative is unique, you are encouraged to use this resource as a tool for bringing about a **seamless, client-driven, results-oriented, and community-based school-to-work system.**

You will be impressed by the diversity and originality of the partnerships in the directory. As you will see, education alone can provide only limited learning opportunities to prepare students for their chosen career pathway, whether directly into the work force or through further education. But with community collaboration, a career-focused education can meet the educational needs of our students as well as the needs of Ohio's present and future workplace.

Introduction

The mission of Ohio's school-to-work system is to ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work – and is prepared for lifelong learning.

School-to-work is Ohio's commitment to preparing our youth for successful entry into the world of work, and its determination to instill in each of them a desire for lifelong learning. The initiative is an effort to build public and private partnerships that offer pathways to more challenging, better paying occupations for Ohio's young people – and avenues to increased productivity and competitiveness for business and industry.

School-to-work is not a program. It is an approach to education that enhances the way we prepare Ohio's youth to meet the demands of a highly skilled workforce. Ohio's school-to-work strategy forges connections among education, workforce development and economic development systems. It unites business and industry, organized labor, community based organizations, parents, and educators in an unprecedented partnership to ensure that Ohio's students and workers become continuous learners.

A school-to-work approach to education includes three basic elements:

- **School-based learning** that includes information on career options and career preparation for all students, as well as applied academics linked directly to workplace situations
- **Work-based learning** that provides meaningful experiences in the workplace for all students, and is coordinated with learning in school
- **Connecting activities** that lead to active partnerships among education, business, industry, labor, parents, and the community

Designed to create a **seamless, community-based, results-oriented, client-driven system, Ohio's school-to-work system** includes a broad range of education and training options built on existing structures in primary, secondary, and adult education; higher education; and a number of other work force development initiatives.

Local Partnership

s defined by the School-to-Work Act, "local partnership" is an entity responsible for local School-to-Work Opportunities programs that offer school-based learning, work-based learning, and connecting activities. Participating members:

- should include employers, representatives of local educational agencies and local post-secondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or non-managerial employee representatives, and students.
- may include other entities such as employer organizations, community-based organizations, national trade associations working at the local level, rehabilitation organizations and human service agencies, registered apprenticeship agencies, proprietary institutions, vocational student organizations, private industry councils, and others.

Partnerships must establish a process for clear identification of the responsibilities and expectations of students, parents, employers, and schools.

Source: Glossary

V.I.P.E.R. - Vertically Integrated Polymer Education Resources

The V.I.P.E.R. Group was established to enhance polymer-related and skill development training programs at **Stow High School** and **Akron East High School**. Goodyear Tire and Rubber Company and **The University of Akron** expanded the program to **Akron Central Hower High School** and **Lake High School**. These secondary programs are linked with each other as well as with the university's Polymer Training Center and the degree programs at the College of Polymer Science and Engineering, and the College of Education. This 1995 **Ohio BEST** program has laid the groundwork for a steady supply of qualified and highly skilled polymer scientists and technicians.

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Local Partnership, cont'd.

East Tech Partnership's Cornerstone - Planning from the Bottom Up

The newly-created seamless support system at **East Technical Academy in Cleveland** prepares young people for the workplace and post-secondary education. The first step was to redesign the vocational education program, the second step was to integrate school-to-work strategies throughout the school, and the last step was to provide leadership with a school governance team. The three-prong approach benefits all partners by increasing

- student achievement,
- student attendance,
- student graduation rates, and
- employer satisfaction with entry-level employees.

This planning from the bottom up included parents, employers, and community representatives, such as **NASA Lewis Research Center, Case Western Reserve Medical School's Center for Adolescent Health, Morese Diesel, Tom Paige Catering Company, The ColeJon Corporation, Cuyahoga Community College,** and many others.

Guided by the Individual Career Plan, middle school students are recruited and immersed in a six-week summer transition program. Students in ninth grade are involved in a exploratory/career preparatory program and are team-taught five core subjects using an applied academic and real-world application approach. Again with an assigned team of teachers, students in tenth grade begin working in a variety of school-based enterprises such as child care, temporary clerical support, building maintenance, electronics repair, and graphic arts/printing.

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Local Partnership, cont'd.

Greater Cincinnati Tech Prep Promotes Partnerships

To develop Tech Prep programs in manufacturing/engineering and health technologies, a partnership of five colleges, eight vocational education planning districts, and eight local school districts joined with **American Fan Company, AFL-CIO Labor Council, Cincinnati Bell, Cincinnati Milacron, Clermont County Human Services, Crystecco, Deltec, Douglass Machine & Tool Company, Electro-Jet Tool Company, Formica, General Tool Company, Greater Cincinnati Hospital Council, Industrial Manufacturing Program, Institute of Advanced Sciences, LeBlond-Makino Machine Tool Company, OPW Fueling Components, Private Industry Council of Cincinnati, Senco, Society of Manufacturing Engineers, University Hospital, and XTEK.**

An eight-county business/industry/education steering committee was created as well as a staff development collaboration of university teacher trainers and vocational and local school district curriculum supervisors and administrators. Year-long teacher/staff development activities have included summer teacher externships and a focus on infusing an applied teaching methodology to academic instruction.

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A Pacesetter in Telecommunications

Chesapeake Middle School, Allied Signal Corporation, WSAZ NBC-TV, and the local **NBC affiliate** have joined forces to provide student awareness and practice in video journalism and to provide intervention in curriculum areas; also, to expand community involvement; to provide seed money to the district for equipment; and to provide career exploration, including work site exposure. **Allied Signal Corporation** provided funds through their Challenge 2000 program for equipment and state-of-the-art technical software for video journalism. **WSAZ** Television provided technical assistance and hands-on work site exposure for middle school students. Students produce news broadcasts using the latest video technology. A video yearbook will be produced. Students have the opportunity for mentoring/shadowing experiences with WSAZ TV personnel. **Ohio University** communication major students have visited, and a plan is underway to involve them.

Local Partnership, contd.

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School-Based Learning

nstruction that includes

1. career exploration and counseling to help interested students identify and select or reconsider their interests, goals, and career majors;
2. initial selection by interested students of a career major no later than the beginning of the 11th grade;
3. a program of study designed to meet the challenging academic standards established by states for all students under the *Goals 2000: Educate America Act*, and to meet the requirements necessary for a student to earn a skill certificate; and
4. regularly scheduled evaluation to identify academic strengths and weaknesses of students and to recognize the need for additional learning opportunities to master core academic skills.

Source: Glossary

Investigating the Future: Eastland Career Development Program and Builders Exchange

The **Eastland Career Development Program/Builders Exchange** partnership is an example of an association helping middle school teachers, administrators, counselors, and students gain valuable information about their industry and the many career opportunities that are available. Individual schools contact the Builders Exchange and set up presentation schedules together. The Builders Exchange Partners show a video, play games, have a quiz, pass out pens, give hats to winners of the quiz, and discuss different salary ranges in construction. Each Builders Exchange Partner talks about what he/she does and then holds a question and answer session with the students.

School-Based Learning, cont'd.

Career fairs, career days, and speakers from the Builders Exchange connect school-based learning with work-based learning. Middle schools in the Eastland Career Development Program using the resources (video, print, technical assistance, etc.) are **Amanda-Clearcreek, Berne Union, Bexley, Bloom Carroll, Canal Winchester, Fairfield Union, Gahanna Jefferson, Groveport Madison, Hamilton Township, Liberty Union-Thurston, Pickerington, New Albany, Reynoldsburg, Teays Valley, Walnut Township,** and **Whitehall.**

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Discovering How Technology Relates to Tomorrow's Career Choices

Do you and your students know the definition of technology? A significant group of students - 1,025 - from 26 different schools do now! They participated in the 1996 Central Ohio Technology Exposition Career Fair. This half-day experience, sponsored by the **Industry and Technology Council of Central Ohio** and the **Greater Columbus Area Chamber of Commerce**, was designed to help high school students explore career choices based on their interests, aptitudes, and abilities. It offered students exposure to occupations that they may want to pursue upon graduation or prepare for at the post-high school level.

Careers included accounting, advanced manufacturing systems, chemical engineering, computer programming, heating/ventilation/air conditioning, lab technician, management information systems, machinist, research specialist, welder, and many more. Just a few of the participating companies and institutions included **ABB Industrial System, Battelle Memorial Institute, Edison Welding Institute, Garrock Electronic Engineering Services, Microsoft, OSU College of Engineering, Ohio Department of Development, Society of Manufacturing Engineers,** and **Worthington Industries.**

School-Based Learning, cont'd.

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The Pepsi "Say Yes to Work" Challenge!

In the Company of Kids, an affiliate of **Children's Hospital Medical Center of Akron**, is providing leadership to the **Pepsi** "Say Yes to Work" (SYTW) Challenge. The core strategy of the high school challenge program is to strengthen work ethic skills among northeast Ohio students. The program goals for education are:

- Strengthen student body work ethic
- Provide student body community service opportunities
- Maximize community image
- Build faculty team commitment
- Earn school/student/teacher SYTW Challenge Awards

Program goals for sponsors (**PepsiCo** and **restaurant partners**) are:

- Provide value-added educational programming
- Invest in future work force
- Strengthen community positioning
- Build customer loyalty
- Access a stronger (work ethic) employee pool

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School-Based Learning, cont'd.

The Learning Community Link - Appalachian Distance Learning's Roots Spreading

The Appalachian Distance Learning Project, a cooperative effort by **Ameritech Ohio, GTE, Appalachian Regional Commission**, the **Public Utilities Commission of Ohio**, and **Ohio University** links third grade math and science classes at elementary schools in **Ironton, Coal Grove,** and **Athens** with the College of Education at Ohio University. Students use the Internet and available software to assist in identifying various career opportunities. These interactive technologies bring information to students who would otherwise have to travel a distance to gain such data. The school-to-work project will produce a learner-oriented directory of selected careers and input in the development of a curriculum guide on career exploration with a technology focus.

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The Quick Start Program

A group of **Delaware County** business people (The DECIDE Consortium) are changing the way schooling is organized and thus the way students learn. The result is a new generation of continuous learners. Business is completely involved in the ongoing process of continuous improvement of students' skills, work ethic, and problem solving abilities. Quick Start consists of six weeks of courses totaling about 90 hours in teamwork, communications, quality assurance, safety, and environment. All classes are co-taught by DECIDE member companies and the **Delaware county schools** at **Delware JVS**. The companies currently involved **are Delo Screw Products, The Nippert Company, Oberfields, Inc., American Showa, Incorporated, V & P Hydrolics Products, Carolina Color Corporation**, and **Western Auto**. This program was developed to ensure a competent pool of entry level employees for these companies.

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Delware, OH 43065
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School-Based Learning, cont'd.

Transferring Industrial Science to School

Scientists at **BP Oil Company** are changing the way classroom teachers think about and teach science to students in kindergarten through eighth grade. Nowhere is that more evident than with Science Enhancement for Science Advancement (SESA), a special business-education partnership that has been established between the multinational energy corporation and nine **Allen County school districts**. Created in 1990, SESA targets hands-on, inquiry-based science activities for elementary and middle school students. BP scientists and engineers have developed 25 hands-on science programs which they present with science teachers in their schools. Projects include The Kool-Aid Experiment, Simple Machines, Coring the Earth, Watching Water Flow, and Fossil & Mineral Search.

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Thinking Works

Owens-Corning Fiberglas Corporation, **Toledo Public Schools,** and the **Foundation of Exceptional Innovations** have collaborated in a special effort that demonstrates to educators and students alike that "thinking works" when it comes to achieving excellence in the classroom. The **Thinking Works Program** is a professional development initative created for Toledo public school teachers to help them bring the latest and most effective instructional strategies to bear on the way they help students learn. Reading comprehension and writing skills are targeted when teachers attend monthly workshops, where they are introduced to new methods aimed at improving student performance. Expert-based computer software programs containing an array of data bases and other information are among the tools used to train educators, who then take what they have learned back to their students.

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Career Development

areer development is the total program of career education, career guidance, and vocational counseling that provides youth and adult students with the competencies necessary for development and annual update of an Individual Career Plan and development of a Career Passport. The developmental process emphasizes a satisfying and productive life in the school, in the workplace, and in society. It emphasizes lifelong learning.

The career educational process includes the three components of K-5 awareness, 6-8 exploration and planning, and 9-12 preparation. All Ohio K-12 public educators are expected to include career development concepts in their curriculum areas. Outcomes focus on self awareness concepts, self assessment, career information and exploration, academic planning, equity, future trends, employability skills/attitudes, goal setting, decision making, community involvement, economics and personal finance, and vocational orientation.

Career Development Blueprint is an Ohio document that identifies 12 key topics intended to provide students with information to understand the relationship between the work world and career paths.

Individual Career Plan (ICP) is a learning process for students that begins in kindergarten and progresses to the eighth grade level, when students first complete an ICP document. The ICP process and document help students identify and explore initial career goals. Eighth graders initially identify the educational plan needed to achieve those goals at the secondary level and beyond. High school students have additional opportunities every year to explore and verify career goals and to formally review and add to their ICP documents. Adult vocational students and post-secondary students may also complete an ICP process and document.

Source: Glossary

Nationally Recognized Career Development Program

The **Upper Valley Career Development Program** in **Piqua** has a shared ownership concept. Schools, families, businesses, and communities form a coalition of 14 school districts, 55 buildings, over 20,000 K-12 students, and 1,233 K-12 educators. The program ensures that career planning is developmental and interdisciplinary. Building representatives in each K-12 building and career planning teams in each middle and high school implement the program's goals and help plan, coordinate, and carry out career activities in their buildings. To help teachers obtain an "up-close and first-hand" look at business and industry, one-week teacher externship opportunities are provided in a wide array of settings – **Upper Valley Medical Center, Hobart, BF Goodrich,** and many others.

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Career Development, cont'd.

By the end of eighth grade, a documented career plan is in place and directly impacts what path the students take. Annual review and update of the plan is a universally expected activity. To make middle school students' eyes really "light up," shadowing experiences are planned by the Upper Valley Career Development Program. These experiences run the gamut – from assisting a chef prepare a buffet, to going to court with an attorney, to seeing the city from the bucket of a fire truck.

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Piqua, OH 45356-9254
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The Consumer Challenge for Students and Educators

Demonstrating marketplace knowledge, Life Smarts is a competition for high school students. Questions focus on personal financial management, health and safety, environment and technology, and consumer rights and responsibilities. Partners supporting this activity include: **Limited Credit Services, Attorney General's Office, Ohio Council on Economic Education, Alliance for Consumer and Economic Education,** and the **Ohio Department of Education.**

There is also the Consumer Credit Leadership Academy, an in-depth train-the-trainer model, which is supported by **Limited Credit Services** and the **Alliance for Consumer and Economic Education Network**. The partnership provides curriculum materials, computer software, content experts, and more to educators across Ohio.

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Career Development, cont'd.

Developing Health Services Career Awareness and Preparation

A partnership was established in 1991 involving **Kaiser Permanents** and **Willoughby-Eastlake School District** in Willoughby to support the following goals:

- To provide students interested in medical careers and the faculty with a source of information and demonstration, a community resource for speakers, and shadowing opportunities in the medical field.
- To promote good health habits among faculty and students.

Results from the partnership include career fairs focusing on health professions, poster contests, faculty workshops on healthy lifestyles, multicultural workshops, and employment opportunities.

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IV. Work-Based Learning

ork-based learning takes place in the workplace. It includes a number of different activities that can be identified along a continuum from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities, and work tasks, and, sometimes, criteria for monitoring or assessing students. Work-based learning activities vary in terms of educational and occupational objectives and the level of involvement demanded of students, teachers and employers.

Source: Glossary

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Work-Based Learning, cont'd.

Columbus City Schools "Go Krogering"!

Imagine going to class between the produce and the bakery! **Columbus** students are doing more than just shopping at Kroger. Many are attending the **Kroger Career Academy** that was initiated in the fall of 1995. This learn-and-earn program embraces all components of the school-to-work vision. The employee union and the management of Kroger joined forces with vocational education, Jobs for Ohio's Graduates, community agencies, and other leaders in the community to create an innovative work-site based program that

- addresses development of occupational and employability skills based on the Occupational Competency Assessment Profile (OCAP) for marketing education.
- provides a high-tech classroom environment supporting passage of high school proficiency tests or attainment of a GED.
- stresses hands-on-learning using Kroger employees as mentors.
- encourages continued education with support for enrollment in post-secondary education.

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Let's Build a House! - Home Construction with Trumbull County JVS and Partners

Trumbull County Joint Vocational School has forged a new partnership with **Ace Lumber Company, Pizitka and Haines Construction, Ohio Edison, Jeffers Realty,** and **Trumbull Industries** with endorsement of the **International Brotherhood of Electrical Workers, Plumbers and Pipefitters - Local 225, Home Builders Association,** and the **Carpenters**

Work-Based Learning, cont'd.

and Joiner Union - Local 171. Classroom learning will be integrated with the world of work through an actual construction project that will include building, wiring, finishing, and landscaping a single family dwelling by students enrolled in vocational training programs.

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Blue Ribbon Team - Ohio's Culinary and Food Management Programs

Team Cuisine, a competition showcasing the state's top student chefs, is a partnership of the **Ohio Department of Education, Ohio Edison Company, Ohio Restaurant Association, American Culinary Federation (Ohio Chapters), Abbott Foods,** and **Park Farms, Inc.** Strong career commitments are made by the students as they are motivated to complete their training and enter the industry as skilled workers. Scholarships offered by culinary and technical colleges provide additional help, allowing students to further their culinary careers and enhance their lifelong learning. In February, top teams were named for 1996 - **Auburn Career Center** in Lake County was first place and **Springfield-Clark JVSD** ranked second.

To maintain quality teaching and knowledge of the industry, food service instructors must continually sharpen their skills. For more than 20 years, Ohio Edison Company has sponsored a two-week summer workshop at **Ashland University**. Cooperating in conducting this industry-based summer internship for teachers are the **American Culinary Federation, Kent State University, Akron University,** and the Ohio Restaurant Association.

A recent opportunity for students is the **National Restaurant Association's** food management apprenticeship program. With leadership provided by **Columbus State Community College**, many local schools will implement the model.

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Work-Based Learning, cont'd.

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Pre-employment Training Program

The **Licking County JVS**, in partnership with **Rockwell International, Holophane Corporation, Hendrickson,** and **Diebold**, have successfully designed a manufacturing production certification program called P.E.T. (Pre-employment Training Program).

A 120-hour curriculum was developed focusing on aspects of a high-performance work team production environment. This curriculum leads to a certificate recognized in Licking County by over 10 major manufacturers. Over 3,000 Ohio citizens have applied to take this program. To date, we have trained 575 individuals ranging in age from 17 to 63 years old. Over 450 people have been placed in production positions with salaries averaging $11.50 per hour in 1994 and 1995. Two new companies have moved into Licking County citing this training program as a primary reason for their selection. This program has joined forces with 12 local high schools, the **Department of Human Services**, the local **OBES** offices, local industries, and post-secondary institutions to insure success.

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IV. Mentoring

Mentoring is pairing a student with an employee over an extended period of time. It is the employee's responsibility to help the student learn certain skills and knowledge the employee possesses, model workplace behavior, challenge the student to perform well, and assess the student's performance. Mentoring may be combined with other work-based learning activities, such as internships or on-the-job training.

Mentors are role models for youth who have an understanding of the world of work and who, over time, have proved themselves valued workers, concerned about their customers and fellow employees. Time for mentor-student interactions may be donated by employers during the work day or volunteered by adults on weekends or after work hours.

To help mentors prepare for their involvement, formal training sessions are provided to outline mentor responsibilities. Also, handbooks are distributed that provide additional ideas and suggestions for structuring mentor-student activities.

Source: Glossary

Automotive Tech Prep Mentorship Program of the Miami Valley Tech Prep Consortium and Dayton Auto Dealers

A seamless course of study that spans the final two years of high school and two years at **Sinclair Community College** is enhanced by work site experiences of apprenticeship and mentorship programs. Industry representatives have been heavily involved as partners in the development of the automotive initiatives supported by **Miami Valley Career Technology Center, Greene County Career Center, Dayton Public Schools, Kettering Schools, Manchester Technical School,** and the **Dayton Area Automobile Dealers Association.** The program includes training work site mentors for work site learning.

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Mentoring, cont'd.

Siemens: Hi-Point School-to-Work Opportunities System

Siemens and **Ohio Hi-Point** School-to-Work Training Program is a joint venture that includes **Bellefontaine City Schools** and **Benjamin Logan Local Schools**. It is based upon Siemens Corporation's Vocational and Technical Training Model with revisions designed to meet the specific needs of Siemens Energy and Automation, Inc. - Circuit Protection and Controls Division.

The program is two-fold: production and skilled. Both include applied academic classes, problem solving, team building, job shadowing, and internships. The skilled option also includes a manufacturing technology/drafting program, summer experience, and an apprenticeship opportunity. An important component of the program is staff development of education, involving administrators, counselors, and teachers as well as Siemens' executives, supervisors, and mentors.

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Family and Consumer Sciences Connect Students With Career Opportunities

A high school student with an interest in child development was aided in her career decision-making process by participating in the Life Planning course through **Westerville's Family and Consumer Sciences Program.** A mentorship was secured with JoAnn Davidson, Speaker of the **Ohio House of Representatives**. As an advocate for children's rights, this student is now enrolled at The Ohio State University in pre-law and works as a government page.

Another student was placed with **Cheryl's Cookies**, mentoring with the marketing department. During the presentation of the student's summary portfolio, Cheryl Krueger, the company's founder, had a face-to-face planning session with the academic teachers, Family and Consumer Sciences teachers, the parents, and the student. The chief subject discussed was implementation of the next stage of the student's individual career plan.

The Family and Consumer Sciences curriculum forms the hub of the mentor program. The curriculum embraces the comprehensive picture of work and family, provides an opportunity

Mentoring, cont'd.

to serve all students, supports a comprehensive career development program, and assists in the creation of career pathways for preparation for entry level, technical, and professional careers. **Westerville, Pickerington,** and other schools first learned of the program opportunity from **Reynoldsburg High School**.

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Family and Consumer Sciences
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Fax: (614) 895-6005

Candy Miles, Instructor
Family and Consumer Sciences
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Project SMART

Project SMART (School of Manufacturing and Automotive-Related Technologies) is a multi-displinary program that begins in the ninth grade. Started in 1992 at **Cleveland's West Technical High School**, the program is a collaborative effort of the Cleveland business and education communities, through **Youth Opportunities Unlimited (Y.O.U.)**, an operating partner of the **Cleveland Initative for Education**. Recently, the program has expanded to other Cleveland area high schools.

Much of Project SMART's course work takes place outside the schoolhouse by involving ninth graders in field trips, tenth graders in shadowing experiences, eleventh graders in work site learning experiences, and seniors in a summer skills academy and part-time paid employment in a manufacturing company in greater Cleveland.

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Internship

or a specified period of time, students work for an employer to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks form different jobs, or tasks from a single occupation. Financial compensation may or may not be included.

Source: Glossary

Akron Establishes Rigorous Procedures for Internships

Internship is a program that gives instructors an opportunity to expand the walls of the classroom into the business community. **Akron** vocational education students who have mastered specific occupational skills are given the opportunity to train in various business settings (identified by advisory committee members and/or instructors) with the newest equipment and procedures available in industry. Furthermore, the student is able to learn workplace requirements from a mentor in the field.

Important requirements and procedures are followed prior to establishing an internship. Host sites establish a non-employment relationship with the student and meet the U.S. Department of Labor requirements. Instructors also have specific expectations that include contact with parents/guardians, development of an internship agreement and training plan, documentation of safety procedures, and evaluation of competencies attained. As a result of the development of rigorous procedures and adherence to them, the **Rotary Club of Akron** is an important supporter of Akron's internship program.

Contact: **Howard Lawson, Director of Career Education**
Akron Public Schools, Conrad C. Ott Staff Development Center
65 Steiner Avenue
Akron, Ohio 44301
Phone (216) 434-1661 Fax (216) 434-9515

How Do Cleveland Instructors Intern? Externships!

The Externship Program of the **Cleveland Public Schools** is designed to help teachers stay abreast of current practices and technology in business and industry. Vocational and career education teacher (academic and occupational) externs have the opportunity for professional growth. They also can be ambassadors for their schools. Ultimately, their commitment

Internship, cont'd.

improves student performance and readiness to meet the requirements of the world of work. Externships last from one to five days and include hands-on involvement in a workplace environment with the latest human resource practices (total quality and team building) and state-of-the-art technology. Teachers maintain a daily log and complete an evaluation that connects externship experiences to classroom practices. Externship providers also document and share their experiences with the program.

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Phone (216) 361-8254 Fax (216) 361-8255

Longaberger Crafts Student Opportunities

The Longaberger mentor program provides high school seniors with the opportunity to learn the art of basketmaking while earning high school credits. Those who complete the program in good standing will receive first consideration for job openings. Students come to the Longaberger training facility for 1 1/2 to 2 hours a day for the entire school year. Under the guidance of experienced instructors, students are taught the use of basketmaking equipment. Participating high schools are **Coshocton, Riverview, Tri-Valley, Lakewood, Heath, Newark, John Glenn, West Muskingham, Philo,** and **Licking Valley**.

In addition to developing the techniques and skills required for the craft, the students

- learn the history of the Longaberger Company and its importance and impact in the local community.
- demonstrate the proficiency needed to turn out quality products.
- build self esteem.
- are exposed to the many facets of the manufacturing process and the world of work.
- learn the importance of personal responsibility and good work habits.
- gain an awareness of the benefits of educational achievement.
- learn the skills needed to work as a team.
- do physical conditioning.
- are subject to the schools' codes of conduct and the Longaberger mentor policy.

Internship, cont'd.

Contact

Rich Longaberger, Director of Educational Affairs
Ruby Bowen, Mentor Program Supervisor
The Longaberger Company
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Apprenticeship

registered apprenticeship is a comprehensive training program for individuals engaged in an occupation identified as an apprenticeable craft or trade, which requires a wide and diverse range of skills and knowledge. There are over 800 apprenticeable occupations. Programs meet specific federally-approved standards designed to safeguard the welfare of apprentices and are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils (SAC) approved by BAT.

The related classroom instruction and workplace experience are achieved through a training coalition of management, labor, and education. It is a relationship between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations. The successful completion of a registered apprenticeship training program leads to the master craft person or journey person status. These programs follow strict guidelines as to the types of training and amount of training time an apprentice receives, and they lead directly into occupations requiring such training for entry. Registered apprenticeships are typically paid work experiences.

A preapprenticeship is typically a multi-year program that combines school- and work-based learning in a specific occupational area or occupational cluster. This type of apprenticeship is designed to lead directly into either a related post-secondary program, an entry-level job, or a registered apprenticeship program. This may or may not include financial compensation.

Source: Glossary

Apprenticeship, cont'd.

A New Program Using an Old Idea - Greater Cincinnati Youth Apprenticeship

The Greater Cincinnati Youth Apprenticeship Program is jointly sponsored by the following vocational education planning districts: **Butler County, Great Oaks, Hamilton City, Middletown City, Northwest Local, Southern Hills, U.S. Grant,** and **Warren County.** The program links secondary and post-secondary education, business, industry, organized labor, and government in efforts to direct students to enter a career path leading to highly skilled occupations in areas such as manufacturing/metalworking, construction, banking, health, and restaurants/foods.

Youth enter the program in the summer between tenth and eleventh grades and continue on a full-time basis (for 12 months) until graduation from high school. This 1995 **Ohio BEST** program requires approximately 2,200 hours devoted to work-site learning and 1,300 hours to school-based learning. Supervision, coaching, and mentoring by the apprenticeship coordinator and a trained expert at the work site are key features. Linked with a formal apprenticeship program and approved by the Bureau of Apprenticeship and Training (BAT), high occupational and academic standards are set for participating students. An industry-recognized certificate will be granted to students completing the program.

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Lorain County Youth Apprenticeship School-to-Work Initiative

The **Center for Leadership in Education** gives leadership to the **Lorain County** multi-faceted school-to-work initiative that includes integrated academic and career/employability training during the school year. Work-based learning includes a 50-hour pre-apprenticeship training program prior to 11th grade, and a paid 8-week, full-time work experience during the summer between 11th and 12th grades. Mentor training contributes to the program's success.

This 1995 **Ohio BEST** program initiative replicates many of the successful work force development practices used in Germany, France, and Sweden. The program focuses on four career areas - building trades, metalworking, environmental studies, and international

Apprenticeship, cont'd.

business. Students come from **Lorain County Joint Vocational School, Elyria City Schools, Oberlin City Schools,** and others.

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Toledo Area Apprenticeship Programs- Multiple Approaches to Meet Many Needs

■ IBEW

Responding to a decrease in the number of people interested in working in the electrical construction industry, students from **Toledo Public, Washington Local, Vanguard JVS, Penta County JVS**, and **Four County JVS** have an exciting opportunity. The school-to-apprenticeship program has brought about dramatic change within the electrical construction industry, as well as within area school systems. Students in 11th and 12th grades who are referred by their instructors may enroll in the program. Hired by over 80 local contractors, these students will work every other week throughout the school year and every week during summer months at a local construction site. The seven-year program is sponsored by **Toledo Electrical Contracts Association (TECA)** and the **International Brotherhood of Electrical Workers (IBEW)** with workshop facilitation by **Owens Community College**.

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Apprenticeship, cont'd.

■ Grob

A German-style apprenticeship program, now in its second year at **Owens Community College**, provides actual apprenticeship training for recent high school graduates. **Grob Systems, Inc.,** a machining and automated assembly plant in Bluffton, invests about $70,000 for each trainee. Each student finishing the program is required to remain with the company for at least two years after training is completed.

The Grob system differs from other registered apprenticeships in the U.S. in that the standards and course outlines were designed to fit the needs of one particular company rather than an entire occupational field.

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■ State School-to-Apprenticeship Pilot

A recent school-to-apprenticeship state grant was awarded to the Northwest Ohio area with **Penta County JVSD, EHOVE JVSD, Four County JVSD, Oregon City Schools, Sandusky City Schools, Sylvania City Schools, Toledo Public Schools, Vanguard-Sentinel JVSD, and Washington Local Schools.** The Bureau of Apprenticeship Training based program has an emphasis on the areas of machine trades, construction trades, and the automotive industry. This program is one of seven funded pilots guided by a state steering committee representing business, industry, organized labor agencies, and educators.

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Apprenticeship, cont'd.

Administrative Technology Mentorship Apprenticeship Program

Eastland Vocational School, serving 16 Columbus area high schools, is providing classroom training, on-the-job training, and work-based instruction for students preparing for careers in insurance, banking, or health services. The course of study was developed by combining three already tested models: Administrative Technology Management Program, a mentoring model, and an apprenticeship model.

In the eleventh grade, students are involved in broad-based career exploration activities. One-on-one mentoring and job-specific apprenticeship experiences occur during the twelfth grade and are limited to those students who have passed the Ohio Proficiency Tests. Two unique components are a business/instructor exchange program and activities that keep parents involved.

The Eastland staff worked with **Columbus State Community College** and industry representatives to develop Tech Prep curricula that extend the learning experience through the post-secondary level. Student standards are based on the appropriate Ohio Competency Analysis Profiles (OCAPs) and Tech Prep Competency Profiles (TCPs). A model evaluation instrument and process have also been developed. Columbus State and Eastland JVS are developing handbooks and materials for mentors, employer supervisors, CEO's, students, teachers, counselors, and parents.

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Connecting Activities

ctivities that are programmatic or human resources that are intended to help link school-based with work-based educational programs as defined in the School-to-Work Opportunities Act. Connecting activities include:

1. matching students with work-based opportunities;
2. using school site mentors as liaisons between educators, business, parents, and community partners;
3. providing technical assistance to help employers and educators design comprehensive STW systems;
4. providing technical assistance to help teachers integrate school-based and work-based learning as well as academic and occupational subject matter;
5. encouraging active business involvement in school- and work-based activities;
6. giving assistance to STW completers to help them find appropriate work, continue their education or training, and link them to other community services;
7. evaluating post-program outcomes to assess program success, particularly with reference to selected populations; and
8. linking existing youth development activities with employer and industry strategies to upgrade worker skills.

Source: Glossary

JOG Students Learn About the Retail Industry - Jobs for Ohio's Graduates, Inc. of the Miami Valley

Dayton's Jobs for Graduates, Inc. and the **Salem Mall Merchants Association** joined forces to operate a holiday store, Santa's Secret Treasures, in which children 12 and under could shop for family and friends. Students were responsible for merchandising, promotions, personnel, and operation of the store. Valuable work experience and self-esteem were gained through this community service. Employers from the Merchants Association took an active interest in providing a relevant and positive experience for the students. After the retail experience, these students showed a 25% higher employment rate and a 10% higher graduation rate compared to Jobs for Ohio Graduates (JOG) students without the experience.

Jobs for Ohio's Graduates, Inc. (JOG), a statewide program modeled after Jobs for America's Graduates (JAG), was launched in the school year 1986-87. Recognizing the importance of helping students successfully make the transition from school-to-work upon graduation, JOG is operated under the auspices of the **Ohio Department of Education**, through local non-profit agencies, and in cooperation with local school systems.

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Connecting Activities, cont'd.

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Ohio South Tech Prep: Educating Youth Is Everyone's Responsibility

The main impact of the **Ohio South Tech Prep Consortium** has been significant changes in attitudes among educators and business/industry professionals. Now there is a much greater sense of teamwork – that educating our youth is everyone's responsibility. As a result, partners were willing to collaborate on curriculum changes and methods of delivery. The partnership includes universities (**Shawnee State University** and **Ohio University Southern Campus**); Joint Vocational School Districts (**Scioto, Pike,** and **Lawrence**); school districts (**Portsmouth, Western, Northwest, Fairland, Dawson-Bryant, Washington,** and **Bloom-Vernon**); businesses (**Lockheed Martin, Aristech, Dow Chemical, M&J Welding,** and **Glockner Enterprises**); labor (**Plumbers and Steamfitters Local 577 and Communication Workers of America**); and others (such as **Ohio Bureau of Employment Services, Ohio Valley Regional Development Commission, Southern Ohio/ Northern Kentucky Labor Management, Community Action Organization, Portsmouth Enterprise Community Board,** and **Scioto County Education Resource Center**).

Goals of the partnership include incorporation of a field internship or youth apprenticeship program into the existing Tech Prep program; integration of academic and vocational concepts at the secondary level; enhancing career guidance to emphasize mid-level technology careers; and expanding educational and career opportunities to non-baccalaureate-bound students. Two positive outcomes were noted: (1) greater levels of commitment by all partners to bettering the education system, and (2) increased collaboration between post-secondary and secondary schools and increased cooperation between vocational schools and feeder schools.

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Ohio South Tech Prep Consortium
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Portsmouth, Ohio 45662 Fax: (614) 355-2416

Connecting Activities, cont'd.

Let's Start A Career

Let's Start A Career is a bold new initiative created through a partnership among the **Columbus Public Schools, Greater Columbus Chamber of Commerce, The Ohio State University,** and **Columbus State Community College**. The program is designed to provide job opportunities for graduating students in the Columbus Public Schools. Another benefit of the program is that it provides quality skilled workers to area businesses. This provides a strong incentive for area high school students to graduate. Let's Start A Career consists of three components: career fairs, career placement centers, and mini-trade schools. The mini-trade schools are eight-week courses held in the summer that are designed to explore a specific career area and to develop skills that will, hopefully, lead to a job offer.

Contact: **Lisa A. Gray, Education Initiatives**
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Innovative Professional Development Improves Teachers' Skills: Educators in Business & Industry - Great Oaks and U.C.

Educators in Business and Industry Program is a week-long course that is co-sponsored by **Great Oaks Vocational Education Planning District (VEPD) Career Development Program** and **University of Cincinnati's Center for Economic Education.** Directly linking education and business, the course is designed to expand educators' awareness of the local economy and put them in touch with employers' requirements for entry-level employees. Participants include elementary and high school teachers as well as counselors, building administrators, and educational supervisors. **Butler County, Warren County, Southern Hills, Northwest,** and **U.S. Grant** are strong VEPD partners. Some of the participating companies are **Foxmeyer Health Corporation, Messer Construction, Wendy's Restaurants, Monsanto, Siemans, International Paper,** and **Colerain Township Fire Department.**

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Connecting Activities, cont'd.

Orientation to Nontraditional Occupations for Women (ONOW)

The ONOW program is an intensive eight-week program designed to orient women for careers in construction, manufacturing, service, and technical fields. Comprehensive training is provided in areas such as blueprint reading, tool usage, math, and physical fitness to prepare women for entry level employment in their chosen field or for further education. The program in this area is a collaborative effort of **Madison Local Schools, Pioneer Career and Technology Center, North Central Technical College, Mansfield City Schools, Mansfield-Richland Area Chamber of Commerce, City of Mansfield, Private Industry Council**, and **Department of Human Services of Richland and Crawford Counties.** Many local employers such as **General Motors, Copperweld-Shelby, Milliron Industries,** and **Newman Technology** are active in their support of the program through tours, mock interviewing, job placement, and class presentations.

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and
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Computer Connectivity/Total Quality Training

Two important education improvement initiatives have merged in **Putnam County** to connect school districts to the information superhighway, while at the same time helping educators countrywide benefit from total quality training. The **Ball Metal Container Division** in Findlay is helping educators access global resources related to total quality. The **Total Quality in Education Resource Group**, a business-education collaborative established by the **Ohio Department of Education** and chaired by Ball Corporation, has been active in establishing a computer list server for members and in researching electronic linkages to other total quality efforts worldwide.

Connecting Activities, cont'd.

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Jed Osborn, Plant Controller
Ball Metal Beverage Container Corporation
Ball Metal Container Division
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Pickaway County Job Market Outlook Program

This initative introduces high school sophomores throughout Pickaway County to the "real world" of employment by staging workshops with local employers and industry managers that include employment process simulations and job market forecasts. The **Du Pont Company's Circleville Plant** has joined with more than 40 Pickaway County businesses and the **Pickaway County Business Advisory Council** to sponsor the program.

This program spends two days at each school providing face-to-face sessions between employers and students that encompass job skills testing, interviewing, employment applications, and job market forecasting. Among its greatest benefits, the Pickaway County Job Market program reaches high school students a full two years before they graduate, giving them time to adjust and prepare for their careers based on the information they take away from the program. Each student is provided with a specific set of recommendations about how they can improve their future employability.

Contact:

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Skill Standards, Credentialing, and Passports

he **National Skill Standards Board** was established under Title V of the Goals 2000: Educate America Act. The Board serves as a catalyst to stimulate the development and adoption of a voluntary national system of skill standards, assessment, and certification of attainment criteria. This system is intended to increase the economic competitiveness of the United States by aiding:

1. industries in informing training providers and prospective employees of skill needs;
2. employers in evaluating skill levels of applicants and designing training for existing workers;
3. labor organizations in improving employment security and providing portable credentials;
4. workers in obtaining skill certification that enhances career advancement and job security;
5. students and entry level workers in identifying skill levels necessary for high-wage jobs;
6. training providers and educators in determining appropriate training services; and
7. the government in evaluating outcomes of publicly funded training programs.

The **skill standard** specifies the level of knowledge and competence required to perform successfully in the workplace. Standards are developed along a skill continuum:

1. general work readiness skills,
2. core skills for or knowledge of an industry,
3. skills common to an occupational cluster, and
4. specific occupational skills.

Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers' skills.

Credentialing is the process of recognizing a validated competency list as a basis for hiring or establishing eligibility for employment in a specific job.

The **Career Passport** is an individual portfolio containing formal documents that identify and describe the student's marketable skills. The Ohio passport includes such items as documentation of work and/or community experiences, a competency profile, student achievement and attendance records, leadership experiences, an outline of continuing education needs, and career credentialing.

Skill Certificates are portable, industry-recognized credentials that certify that the holder has demonstrated competency in a core set of performance standards related to an occupational cluster area. Skill certificates serve as a signal of skill mastery at benchmarked levels. They may assist students in finding work within their community or state, or elsewhere in the nation.

Source: Glossary

Skill Standards, Credentialing, and Passports, cont'd.

Ohio's Career Passport for All

The Career Passport for All is an educational initiative supported by Amended House Bill 117, which targets high school juniors. A spring 1996 pilot is planned to field test the credentialling tool. The Career Passport for All was developed with input from employers, labor leaders, educators, and parents. The **Ohio Chamber of Commerce, 20/20 Nord Family Foundation, Allstate Insurance, Greene Memorial Hospital, Abbot Labs, Ohio Contractors Association, Oberlin College, The Ohio State University, Abundant Life Church,** and others assisted in developing the model.

Under the local leadership of **Ohio's Career Development Program's** coordinator network, 90 Ohio public high schools will initiate the pilot with their entire junior class (approximately 9,000 students). Presently, the contents of the Career Passport for All include:

- school district letter of verification
- student resume
- validation of performance - career narrative and evidence of student skills
- verification of employability skills
- additional components such as school profile, student accomplishments, letters of recommendation, information on extracurricular activities, and community services documentation

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Ohio: First in Metalworking Skill Standards

Ohio leads the nation in the implementation of manufacturing-related skill standards. These skills standards are industry-driven, voluntary criteria developed to improve employee skills while facilitating high-performance workplaces. Benefits to those employees who receive certification include career enhancement, job security, and improved job performance. Companies benefit through improvements in productivity and output which increase their ability to compete in a global marketplace.

Skill Standards, Credentialing, and Passports, cont'd.

A skills and certification framework for careers in metalworking has been developed at the national level to outline three skill levels – machining; metal forming; tool, die, and mold-making; and machine building and maintenance occupations. **Norton Manufacturing**, a small company in Fostoria that produces heavy-duty and high-performance crankshafts for automotive applications is the first company to pilot test the skill standards. Norton has worked with **Terra Community College** and **Vanguard-Sentinel Joint Vocational School** to develop and pilot a national assessment process including written and performance tests. Others in this partnership include **Ohio Bureau of Employment Services, Ohio Department of Development's Industrial Training Program, Bureau of Workers' Compensation,** and the local **Private Industry Council.**

Ohio Stamping and Machining Inc., Morgal Machine and Tool, and **Rose City Manufacturing** were the first companies in the nation to implement national metal stamping skill standards. A supporting partner in this initiative is **Springfield-Clark JVS.** Ohio has embarked on a journey with Michigan and Illinois to support the **National Institute for Metalworking Skills (NIMS)**. Reconciliation of skill standards with current Ohio Competency Analysis Profiles (OCAPs) and Tech Prep Competency Profiles (TCPs); development of additional company partnerships; implementation, testing, and credentialing; and creation of prototype training, school-to-work, and career pathways initiatives will result from the NIMS connection.

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Phone: (614) 466-0582 Fax: (614) 728-9237

Youngstown City Schools Licensed Practical Nursing Program

Choffin's (Youngstown City Schools) 40-week program offered through Adult Vocational Education prepares a student to take the National Council Licensure Exam to become a licensed practical nurse. Graduates can use this program as a career ladder to further their education as a registered nurse. As a joint venture between the schools, the **Youngstown Hospital Association,** and **St. Elizabeth Hospital**, Choffin was recognized in 1995 as one of **Ohio's BEST Practices.**

Skill Standards, Credentialing, and Passports, cont'd.

Contact: **Joseph Malmisur, Vocational and Adult Director**
Jan Carpenter, Health Occupations Coordinator
Youngstown City Schools
200 East Wood Street
Youngstown, OH 44503
Phone: (216) 744-6931 Fax: (216) 743-8557

Parma City Schools' Automotive Service Technology

The **Parma City Schools** Automotive Service Technology program model has received local, state, and national recognition. The program has been selected as one of six in the nation to receive the **General Motors** Youth Educational Systems (GMYES) award.

An "extended family" approach is used. This A.S.E. certified program is implementing Tech Prep with **Cuyahoga Community College**. The teaching of the academics – math, science and English – is done by three master teachers. Partners in the automotive program are General Motors and 27 advisory commitee members. All automotive completers will receive a Career Passport at graduation.

Contact: **Ed Kman, Vocational Director**
Parma City Schools
6726 Ridge Road
Parma, OH 44129
Phone: (216) 885-8310 Fax: (216) 885-2452

Vantage's Welding Program - Top of Its Field

Through the hard work and dedication of its welding program, **Vantage Joint Vocational School District** was named in 1993 as the first and, to this date, only high school in the country to be accredited by the **American Welding Society (AWS)** as an AWS testing site. In fact, Vantage is one of only 41 such sites nationwide. AWS is the premier organization of the welding industry with over 40,000 members worldwide. The program is providing valuable, skilled employees for the welding industry.

Skill Standards, Credentialing, and Passports, cont'd.

Contact: **Bob Brandt, Superintendent**
Vantage JVSD
818 North Franklin Street
Van Wert, OH 45891-1304
Phone: (419) 238-5411 Fax: (419) 238-4058

South Central School-to-Work Partnership Meets Industry Requirements

The South Central School-to-Work Partnership is comprised of education and business and industry who are seeking to raise student performance to meet workplace expectations. The educational partnership, which includes **Columbus Public Schools, Eastland JVSD, Lancaster City Schools, Pickaway-Ross JVSD**, associate school districts, and community agencies is working with business and industry to establish standards needed by workers prior to entering an occupation. These standards are identified through an extensive procedure of job analysis and **American College Testing (ACT)** Work Keys profiling. This process identifies academic skills and employability levels required of students to be successful in their careers.

After profiling, students are assessed to determine if they meet industry requirements in the academic and employability areas. Results of the assessments are used to determine student readiness and acceptability into a work-based component of the school-to-work system. Included in the job analysis/profile process are developmental activities for educators and employers so that work-based and connecting activities are maximized. The total process ties business/industry standards to student expectations.

Contact: **Tom Snyder, Director**
Pickaway-Ross JVSD
895 Crouse Chapel Road
Chillicothe, OH 45601-9010
Phone: (614) 642-2550 Fax: (614) 642-2761

School-to-Work System

system that helps young people progress smoothly from school to work by making connections between their education and their career. The system is a cooperative effort of elementary and secondary education, vocational-technical education, and higher education to engage all youth in the lifelong acquisition of knowledge, skills, and attitudes necessary to pursue meaningful, challenging, and productive career pathways into high-skill, high-wage jobs.

Source: Glossary

Cincinnati Taft Career Academic Program and Career Paths Program

The school-to-work partnership established by the **Cincinnati Youth Collaborative** is known as the Taft-Career Academic Program (T-CAP). It includes employers, educators, higher education leaders, and others. The goal of T-CAP is to encourage students to remain in school and prepare for a meaningful career. T-CAP includes a solid academic program in the high school, career orientation, employability skills, job shadowing, and an 18-month paid internship in a career sector of their choosing. The connecting elements of T-CAP are a team of highly trained youth advocates who serve as counselors and advocates for the students. They are the connection between the work site, the school, and the home.

The T-CAP program began in the fall of 1993 with the **Taft High School** freshman class. A grade has been added each year. By September 1996, the whole school will be in T-CAP. The first graduation will occur in 1997. As of this date, 185 of the original 250 students who began in 1993 are still in school – an impressive figure for a school in which the dropout rate had been in excess of 70%.

Contact:

John Bryant, Executive Director
Cincinnati Youth Collaborative
524 Walnut Street, Suite 801
Cincinnati, Ohio 45201
Phone: (513) 621-0033 Fax: (513) 621-0043

Cecil Good, Director of Taft Career Academic Program
Cincinnati Board of Education
2651 Burnet Avenue
Cincinnati, Ohio 45219
Phone: (513) 475-7085 Fax: (513) 475-4894

School-to-Work System, cont'd.

"What do you want to be when you grow up?" A four year pathway program in Cincinnati's high schools, **Cincinnati's** Career Paths has the right answer with a four-year program that includes 12 career paths combining rigorous academic foundations and career exploration and training. From aircraft technology to travel and tourism to the zoo academy, employers, parents and teachers have collaborated to develop specific courses, internships, and career opportunities.

Contact: **Shelley Jefferson Hamler, Director of Career Paths**
Cincinnati Public Schools
PO Box 5381
Cincinnati, Ohio 45201-5381
Phone: (513) 475-7000 Fax: (513) 475-4840

Project L.I.F.E. (Linkages for Individual and Family Empowerment)

The need to better prepare Ohio's youth with disabilities for life beyond school resulted in Project L.I.F.E. A collaboration of eight state agencies, which was awarded a federal five-year system change grant, forms the nucleus of the State Collaborative Transition Council. They are joined by parents, consumers, and service providers. Five Local Interagency Transition Teams from **Columbus City, Athens County, Lucas County, Summit County,** and **Stark County** address the following areas of system change:

- A single service coordination (case management) process for transition services
- A reciprocal assessment, eligibility, and referral process across all agencies involved in providing services to youth with disabilities in transition
- A single planning document for each student/consumer that encompasses the individualized plan of multiple agencies
- Cross-training for consumers, parents, and professionals
- Cross-agency collaboration, coordination, cooperation, and service delivery
- Policies, procedures, and practices for a coordinated student/consumer management information and follow-up system for accountability
- Flexible cooperative funding
- Strategies that empower youth with disabilities and their families, as well as youth with disabilities from culturally-diverse populations and their families.

School-to-Work System, cont'd.

Contact:

Lawrence Dennis, Project L.I.F.E. Director
Ohio Department of Education
933 High Street
Worthington, Ohio 43085
Phone: (614) 466-2650 Fax: (614) 728-1097

Joan Mazzoli, Parent Training Coordinator
Ohio Coalition for the Education of Children with Disabilities
933 High Street, Suite 106 B
Worthington, Ohio 43085
Phone: (614) 431-1307 Fax: (614) 431-1504

Medina County Economic Development Corporation's Endorsed Course of Study

Medina County business leaders, in response to a countywide demand for higher academic standards for all students, established the **Medina County Economic Development Corporation.** The corporation developed a curriculum that provides students with the background and skills necessary to cope with the rigors of the modern workplace.

The corporation comprised of businesses such as **Sealy Mattress, AI Root,** and **WalMart** has recommended increased graduation and attendance requirements for Medina County students.

Contact:

Jim Boyes, Superintendent
Medina County School District
124 West Washington Street
Medina, OH 44256
Phone: (216) 723-6393 Fax: (216) 764-8456

Fred Huff, Executive Director
Economic Development Corporation
144 North Broadway
Medina, OH 44256
Phone: (216) 722-9295 Fax: (216) 722-9206

School-to-Work System, cont'd.

Marion Area Partners in Education (M.A.P.E.)

This initiative was jointly developed by **Whirlpool Marion Division** personnel, **Marion Technical College, Tri-Rivers Career Center,** and the **Ohio Bureau of Employment Services**. M.A.P.E. links city, county, and **Chamber of Commerce** business-education advisory groups to serve nine local school districts.

The partnership goals are to:

- Improve the quality of **Marion area schools** so that they are in the top 10% of school systems in the state.
- Ensure that all young people in the Marion area are aware of personal, educational, and career options so that they will be able to make quality life choices.
- Improve the quality of the available area work force.
- Increase the quality of family and community support for student learning.

One focus area for action planning includes the implementation of a coordinated, sequenced, career development program in all Marion area schools, which incorporates student self awareness and motivation, career information and exploration, academic connections to future work, work ethic development, student community involvement, and academic planning for career path options – vocational, tech prep, or higher education.

A career development resource directory that was distributed listed 274 businesses – from **Arrow Builders Inc.** to **Marion General Hospital** to **Young's Paint Center** – that were willing to partner with schools. **GTE** and M.A.P.E. have co-sponsored a conference, "Education for a Wired World." Kids and the Power of Work (KAPOW) partnerships have been initiated with eight businesses.

Contact:

Richard Axline, M.A.P.E. President
Director of Human Resources
Whirlpool Corporation
1300 Marion-Agosta Road
Marion, OH 43302
Phone: (614) 383-7122 Fax: (614) 383-7656

Caroline K. Tudor, Chairperson
Career Development
Tri-Rivers Career Center
2222 Marion-Mount Gilead Road
Marion, OH 43302
Phone: (614) 389-4681, Ext. 307 Fax: (614) 389-2963

School-to-Work System, cont'd.

Libbey High School's Industrial Automation Program (Toledo)

Students in the **Toledo Public School's** Libbey Industrial Automation Program acquire competencies in design, construction, installation, and maintenance of manufacturing machine systems. Students solve real-world industrial automation problems through working relationships with industrial partners, and students function as decision-makers while professionals provide real-world constraints. The goal of this initiative, which was recognized earlier this year as one of **Ohio's BEST Practices**, is to produce graduates with inter-disciplinary capabilities and the knowledge base to apply needed skills. More than 60 companies, such as **TRINOVA Corporation, Midwest Fluid Power** and **General Motors Powertrain Division**, in association with **UAW Local 14**, have worked with the program as suppliers, mentors, and employers. Several labor and management organizations as well have formed a coalition to create a time-release mentorship program.

Contact: **Warren Bimblick, Vice President - Corporate Communications**
TRINOVA Corporation
3000 Strayer
P.O. Box 50
Maumee, OH 43537-0050
Phone: (419) 867-2290 Fax: (419) 867-2395

Appendix A

Stimulating and Supporting Local School-to-Work Opportunity Systems

Good health of the regional alliances and local partnerships is ultimately the most important factor in the success of the statewide school-to-work system. Leadership and assistance from the state level is critical to the grassroots effort at the regional and local level. In the 1995 application submitted to the United States Department of Labor for school-to-work implementation funds, Ohio outlined the key school-to-work partnership roles and responsibilities for the state management system, regional alliances, and local partnerships.

The following table outlines the objectives and strategies for each entity.

School-to-Work Partnership Roles and Responsibilities

	State Management System	**Regional Alliances**	**Local Partnerships**
Student Performance Standards	Identify and establish occupational, employability, and academic standards (building on existing competency models); develop Ohio's competency model linkages to national skill standards; and determine entry, skilled, and professional levels of competency within the career clusters.	Contribute to the identification and establishment of competency models; involve business and industry and others in the development and implementation of competency models.	Align curriculum and instruction to meet competency model expectations; determine how learners will achieve the competency levels.
Work-based Learning Opportunities	Establish baseline criteria for work-based learning activities; link with and obtain commitment from trade groups and statewide employer organizations; and analyze barriers to student and employer participation (e.g., child labor laws and liability).	Develop plan for contact with all employers; work with employers to develop training agreements that include the identification of transferrable skills; engage partnership to implement opportunities for all students; and identify barriers in federal and state laws and policies that inhibit the provision of STW services.	Provide and monitor individual experiences; assure continuous participation by employers; and identify barriers in federal and state laws and policies that inhibit the provision of STW services.
Stakeholders' Community Involvement	Create state-level government structure that involves vested parties under the GHRIC; establish baseline criteria for membership of regional and local partnerships; identify existing incentives that drive action within education and work-force training systems; and develop and implement new incentives to gain participation and increase commitment of all stakeholders.	Establish regional partnership structure and ensure compliance with membership criteria set by the State; develop and implement communication/outreach strategies for obtaining active involvement by stakeholders; determine roles and responsibilities of all parties; and establish and implement formal agreements and/or memoranda of understanding.	Establish local partnerships and ensure compliance with membership criteria set by the State; develop and implement communication/outreach strategies for obtaining active involvement of stakeholders; determine roles and responsibilities of all parties; and establish and implement formal agreements and/or memoranda of understanding.

School-to-Work Partnership Roles and Responsibilities, cont'd.

	State Management System	Regional Alliances	Local Partnerships
Professional Development	Establish a cohesive professional development framework for educators and work-based mentors; determine their professional development needs and how best to deliver those services; connect multiple delivery systems; determine incentives to gain participation of educators and others in professional development opportunities to be provided; infuse contextual learning methodology in colleges of education; and review credentialing criteria of professionals to remove possible barriers.	Develop and implement a plan to address professional development framework; and provide quality professional development opportunities that offer beginning, intermediate, and advanced training related to STW needs.	Determine need and provide input into planning process and development of appropriate resources; change teaching and learning methodologies, incorporating integrated and contextual approaches; and remove disincerntives to participation and provide access to services.
Student Assessment	Assure availability and understanding of multifaceted assessments to uniformly address academic, employability, and occupational competencies; and support pilot work-based, contextual assessments to be used at various career levels as points of entry and exit by building upon existing assessments such as Work Keys.	Develop pilot work-based, contextual assessments and provide technical assistance to implement these assessments; develop a plan to assure quality, targeted, work-oriented student assessment.	Use multifaceted, contextual assessments to improve curriculum and instruction decisions; implement pilots; and provide students, parents, business partners and the State with formative and summative assessment results.
Curriculum & Instruction	Establish broad career clusters; assist in defining a common core of competencies in each cluster, building on the State curricula models; explore the need for new curriculum models as well as new teaching methodologies; and consider the development of a center for an integrated pre-K through higher education curriculum.	Adopt core competencies and implement a seamless (and unduplicated) curriculum based on the same; establish partnerships within a region to assure student access to the broad array of career preparation; and share best pratices and contextual lessons.	Change teaching and learning methodologies incorporating integrated and contextual approaches; integrate academic and technical/occupational instruction; and review and change curriculum annually, based on changes in the work world.

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School-to-Work Partnership Roles and Responsibilities, cont'd.

	State Management System	Regional Alliances	Local Partnerships
Portable Credentials	Develop a standardized credentialing model building on Career Passport; assist colleges or universities and employers to recognize credentials for placement and employment decisions.	Provide technical assistance to local partnerships to implement Career Passport process; develop outreach initiatives to colleges or universities and employers and parents, to recognize the credentials.	Implement system by providing students with State and regionally recognized Career Passport; utilize the portable credential for placement and employment decisions.
Program Standards	Set program standards for State; disseminate program standards to regional coordinators; and determine, in consultation with regional coordinators, actions necessary to assist local partnerships in meeting program standards.	Organize input from stakeholders regarding program standards; disseminate organized input to State and local partnerships; confer at State level on actions necessary to assist local partnerships in meeting program standards.	Operate programs that meet standards; provide information to State via regional coordinators on setting program standards; provide information to regional coordinator on how they are meeting program standards.
Evaluation	Define key evaluation terms; review information collected through local partnership's self-assessment process; track participant outcomes beyond secondary school; review data on extent to which employers and schools are fully involved in STW system.	Define key evaluation terms; review information collected through local partnership's self-assessment process; collect data on extent to which employers and schools are fully involved in STW system.	Define key evaluation terms; conduct needs assessment activities; document; benchmark; review information collected through local partnership's self-assesment process; track and report on extent of participation of students in STW; track and report on impacts that occur while students are still in school; track and report outcome information.
Information Systems Linkage	Link existing state information systems; establish common definitions of data terms to be coordinated with the need for the same in the communications/ outreach and evaluation efforts; and develop electronic bulletin board via Internet to promote information exchange and dissemination.	Assist users in linking these information systems; provide information and training on systems usage and common definitions; participate in dialogue using the electronic bulletin board; and provide regular updates of regional activities to the bulletin board.	Provide hook-ups to systems; provide summative information with local constituents and training on systems usage and common definitions; participate in dialogue using the electronic bulletin board; and provide updates of local activities.

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School-to-Work Partnership Roles and Responsibilities, cont'd.

	State Management System	**Regional Alliances**	**Local Partnerships**
Communications and Outreach	Establish a strategic plan to facilitate networking among partners; develop communication resources; support statewide and regional conferences to disseminate information and to encourage system investment; and implement the memorandum of understanding.	Include in the regional plan outreach strategies to network all stakeholders; develop communications resources and provide input on those developed at the state level; and conduct regional conferences to disseminate information, facilitate networking, and encourage system investment.	Include in a local plan outreach strategies to network all stakeholders; provide input on communications resources developed both regionally and at the state level; use those materials to provide a consistent message on STW within local communities; and conduct local meetings to disseminate information and facilitate networking.
Participation of All	Ensure equal access to opportunities by linking wtih existing systems; support development of models to meet the needs of all students.	Develop a plan to connect existing systems, communities, and parents to ensure participation and access.	Provide opportunities for all students; develop and execute a plan linking existing systems, communities, and parents to ensure participation and access.
Resources	Align and coordinate federal and state funding resources; develop a plan for substate system disbursement of existing resources to support STW; and set criteria for distribution of resources.	Determine need for resources within a region; provide technical assistance for local planning and coordination to assure compliance with state criteria.	Utilize resources to deliver school-to-work opportunities.

Appendix B

How to Develop Your Resource Base

- Actively pursue and accept all types of resources.
- Think of time, energy and commitment as resouces. Often these elements are even more important than dollars.
- Seek seed money to initiate programs and build a record of achievement; promote these to acquire more money. Local philanthropic organizations and economic development agencies are good sources of seed money.
- Develop a budget that deals realistically with resource needs. Avoid duplicating services and keep all partners informed about the importance of their continuing support.
- Establish an accounting system with one partner as the fiscal agent. By using an established, auditable system – especially within a school district or other public agency – the partnership can avoid tax and accounting problems. A single fiscal agent also allows for "mixing and matching" monies, as long as a clear audit trail is maintained.
- Don't allow a lack of resources – especially dollars – to become an excuse for inactivity or lack of success.
- Use your resource base to leverage additional resources. Set up matching programs with private industry; sell training slots to other educational institutions or employers who are not partners; conduct fund-raising drives that include a great deal of regional publicity for the contributors and their contributions.

Resources for School-to-Work Programs

- Time, talent, expertise, and commitment of partners and volunteers
- Referral services from social services and community agencies
- Tools, equipment, materials, and supplies for training
- Supervisory time or time away from production for instruction
- Facilities, space, and utilities for training
- The experiences and success of past participants
- Work sites and actual work experience opportunities
- Financial contributions, including seed money and operating capital
- In-kind contributions, such as publicity services, teacher salaries, unsubsidized wages, instructional materials, teacher training, planning assistance, etc.

School to Work Connection: Formulas for Success, U.S. Department of Labor Employment and Training Administration, 1992.

Appendix C

The National School-to-Work Learning & Information Center

The National School-to Work Learning & Information Center provides information, assistance, and training to implement School-to Work opportunities in the United States. The Center utilizes the latest information technology both to help build the capacity of the School-to-Work initiative and to develop and implement state and local systems across the nation. Its services are available to state and local School-to-Work offices, employers, schools, labor, parents and students, and to the public at large. The Center's overarching goal is total customer satisfaction.

The Center will function as the national hub for synthesizing, communicating, and disseminating information that is essential to creating School-to-Work opportunities across the country. Guided by experts in the field, the Center offers customers access through six distinct services:

- A resource bank of select technical assistance providers
- An 800-number "Answer Line"
- An Internet Home Page/Information Network (Sept. 1995)
- Databases on key School-to Work contacts, organizations, and practices
- Relevant publications
- Meetings, conferences, and training sessions

Operating under the School-to-Work Opportunities Act, the Center will serve as a broker of technical assistance expertise in the fields of School-to-Work system building, school-based learning, work-based learning, and connecting activities. It will also be the national repository of information on management of state and local partnerships, school- and work-based curricula, skill certificates, and skill standards. The Center will provide regular updates on assessment technologies and methods for recruiting and for building the capacity of employers to provide work-based learning.

For further information about the National School-to-Work Learning & Information Center, please call Theresa Allen at 1-800-251-7236, or write: The National School-to-Work Learning & Information Center, 400 Virginia Ave., SW, Room 210, Washington, DC 20024.

The School-to-Work Learning & Information Center is operated by DTI and the Academy for Educational Development for the National School-to-Work Office.

September 1995

Appendix D

School-to-Work Template

The template developed by the National School-to-Work Office summarizes the key components that are essential for a school-to-work system. Since systems grow and change as they evolve, the template includes a time dimension that extends across planning stages through the implementation of a school-to-work system.

The template is designed for use as a self-assessment tool at the state and local levels. It should help identify gaps, next steps, and technical assistance needs as you build a school-to-work system in your state or community. It is not intended to serve as an evaluation tool or device for comparing one site against others.

Please note that the *vision* column is separated from the other columns by a double line. This differentiation is used to highlight the fact that visioning is a continuous process. As you move through the various stages of the system-building process, this vision will reflect the lessons learned.

School-to-Work Template

SCHOOL-BASED ELEMENTS	STAGE OF SYSTEM BUILDING			
	Vision	Planning	Early Implementation	Maintaining the System
Restructure schools around career majors, including all aspects of industry				
Restructure school schedules				
Establish career paths - K-16 system				
Change culture of schools around STW system				
Align ongoing programs to STW system				
Gain and maintain support and participation of:				
Students				
Teachers				
Parents				
School boards				
Teacher (and other school-related) unions				
Counselors				
School and district administrators				
Community-based organizations				
Establish rigorous academic content and performance standards				
Develop and integrate curricula				
Engage employers to assist schools with curriculum restructuring and all other STW activities				
Link school activities with activities in the workplace - e.g. joint curriculum development, personnel, roles, and connections between teachers and work site supervisors				
Develop site-based collaboration for STW activities				
Build in collaboration time for teachers				
Provide professional development				
Offer teacher internships at work sites				
Reform post-secondary teacher education (preservice/inservice)				
Implement innovative teaching methodologies				
Use applied learning methodologies				
Use authentic assessment				

School-Based Elements *(continued)*	STAGE OF SYSTEM BUILDING			
	Vision	Planning	Early Implementation	Maintaining the System
Offer comprehensive career counseling				
Develop individual education and career development plans				
Provide generic job-related skills (e.g. interviewing, job search, and resume development)				
Serve all students and provide equal access to all program components for:				
Out-of-school youth (graduates & dropouts)				
Low-income youth				
Low-achieving youth				
Limited-English speakers				
Youth with disabilities				
Academically talented youth				
Youth in rural areas				
Young women in non-traditional employment				
Work-Based Elements				
Recruit employers				
Recruit unions				
Maintain support and participation of employers and unions				
Adopt work-based learning curricula				
Offer a continuum of work-based learning (job shadowing, structured work experience, paid work experience)				
Provide alternative strategies for work-based learning				
Develop and implement community-based service learning				
Structure a planned program of training, including individualized student work site learning plans				
Place and support students in the workplace				
Provide employee development to ensure quality work-based learning				
Review health, safety, and legal issues				
Document general workplace competencies				
Establish occupational skill standards				
Serve all students and provide equal access				

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School-to-Work Template, cont'd.

Connecting Activities	STAGE OF SYSTEM BUILDING			
	Vision	Planning	Early Implementation	Maintaining the System
Generate strategies to connect school-based and work-based learning				
Develop collaborative agreements between schools and employers				
Develop collaborative agreements between secondary and post-secondary education				
Design processes for connecting intermediary organizations to school-to-work system				
Conduct marketing and PR for all stockholders:				
Students				
Teachers				
Parents				
School boards				
Counselors				
School and district administrators				
Employers				
Unions				
Community-based organizations				
State and local officials				
Support continued involvement of all stakeholders				
Establish governance, leadership, and coordination at all levels				
Connect to state economic and work force development activities				
Develop strategic plans (e.g., 1-3-5 year) for implementation at school, district, local, and state levels				
Provide technical assistance to local partnerships and stakeholders				
Provide transportation and other support services				
Conduct labor market research and analysis				
Evaluate, monitor, and revise school-to-work system continuously				
Leverage resources to institutionalize system				
Serve all students and provide equal access				

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References/Resources

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San Francisco, CA 94104

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Products Department
1410 King Street
Alexandria, VA 22314-2749

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Oklahoma Department of Vocational and Technical Education
1500 West Seventh Street
Stillwater, OK 74074

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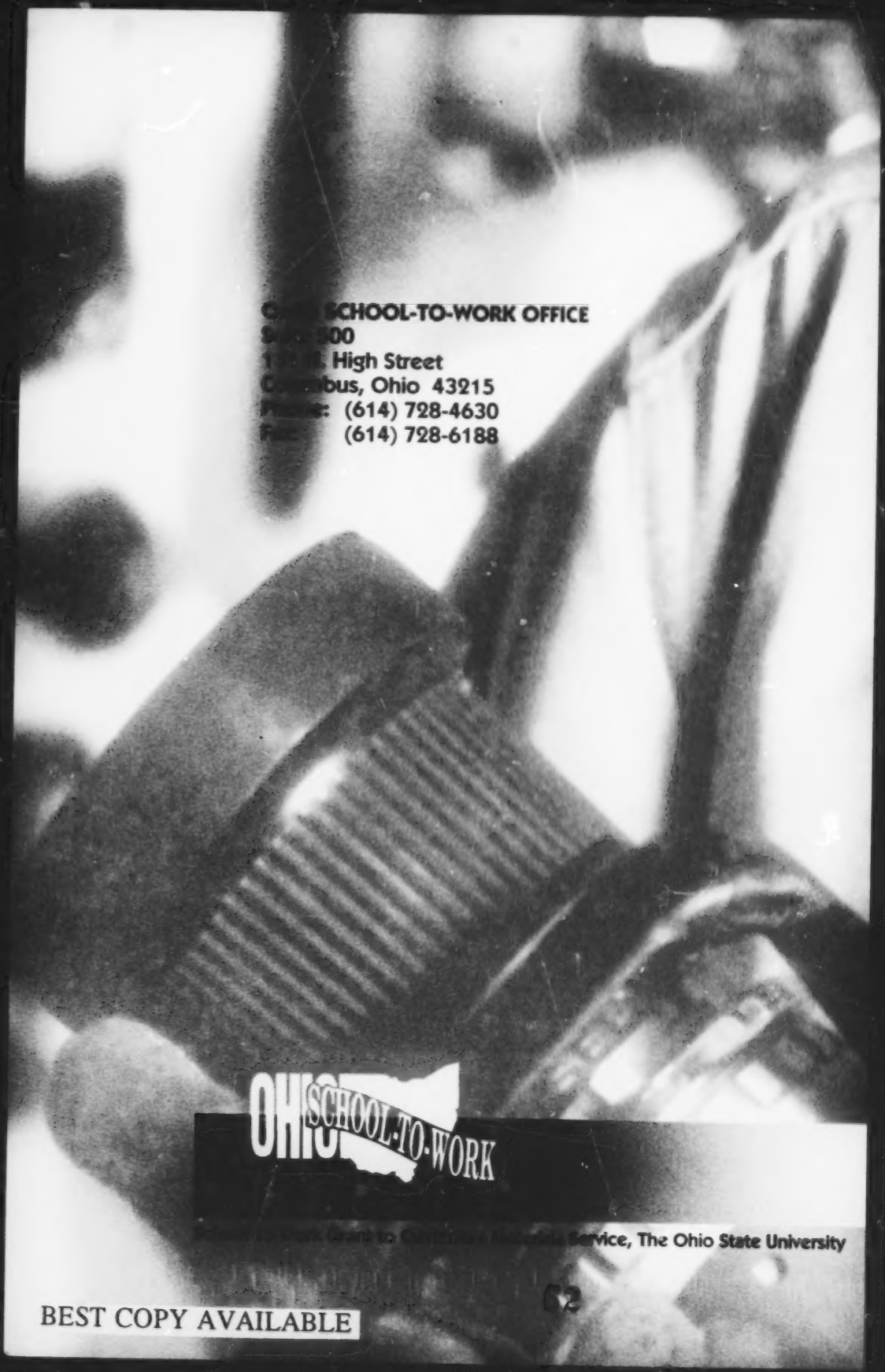
Ohio's Application for a School-to-Work Opportunities Act
Implementation Grant 1995
Ohio School-to-Work Office
Suite 500, 131 North High Street
Columbus, OH 43215

National School-to-Work Learning and Information Center
400 Virginia Avenue SW, Room 210
Washington, DC 20024

Directory Suggestions Are Welcome

As Ohio implements the school-to-work system, the School-to-Work office plans to update the **Partnership Resource Directory.** This first edition reflects a few of the school-to-work partnerships, and although the office attempted to accurately reflect the examples presented, you may find an error or omission. **If you have suggestions for improving this document, or if you wish to provide information for the next edition, please note the page number and submit the correction or addition.** This information will be used to correct or enhance the publication before the materials are reprinted. Return your recommendations by **January 1997** to the Ohio School-to-Work Office, Suite 500, 131 North High Street, Columbus, OH 43215.



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